

## Between Module Course Reading

### MODULE 4

#### ***Reading 1: Benjamin Bloom: Structure of Knowledge Overview (Terry Armstrong)***

Know your students conceptual systems theory – describes a student's development in terms of increasingly complex levels of behaviour.

In order to develop appropriate objectives need to consider student's conceptual levels:

- **Low conceptual** = stereotypical, easily confused, less self control, a lot of individual attention needed and may be quite competitive.
- **High conceptual** = independent and autonomous, seek answers to unexplainable events and ideas, persistent, favour competition with self.

Goes on to describe Blooms taxonomy – knowledge, comprehension, application, analysis, synthesis & evaluation.

#### ***Reading 2: Learning Domains or Blooms Taxonomy (Don Clark)***

3 domains of educational activities:

- ***Cognitive – mental skills – knowledge*** This involves knowledge and development of intellectual skills – 6 major categories and are hierarchal – Blooms Taxonomy.
- ***Affective – emotional development – attitude***

How we deal with things emotionally – 5 categories:

1. Receiving phenomena – awareness, willingness to hear, selected attention
  2. Responding to phenomena – active participation on the part of the learners
  3. Valuing – worth a person attaches to an object, phenomenon or behaviour
  4. Organization – organises values into priorities
  5. Internalizing values – value system that controls behaviour
- ***Psychomotor – manual or physical skills – skills***

7 major categories listed – again hierarchal

1. Perception – ability to use sensory cues to guide motor activity

2. Set – readiness to act
  3. Guided response – early stages in learning a complex skill – imitation, trial and error
  4. Mechanism – intermediate stage in learning a complex skill
  5. Complex overt response – skillful performance of motor acts that involve complex movement patterns
  6. Adaptation – skills are well developed and can now be modified
  7. Origination- create new movement patterns to fit a particular situation or specific problem.
- 2 other psychomotor domains – Dave's & Harrow's

### ***Reading 3: Creating a Reading Contract (Debbie Draper)***

Reading contract – example

### ***Reading 4: Using Bloom's Taxonomy for Multiplication Facts (Debbie Draper)***

Blooms Multiplication Facts – example